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REPORT ON THE PROGRAMMES, PROGRESS AND PROBLEMS OF THE AFRICAN INSTITUTE FOR HIGHER TECHNICAL TRAINING AND RESEARCH AND

THE SUB-REGIONAL GRADUATE SCHOOLS OF MANAGEMENT

Preface

In strengthening regional co-operation in manpower development, the Economic Commission for Africa initiated programmes and undertook studies and promotional activities geared to the development of institutions for developing the technological knowhow and technological research and development as well as managerial capabilities in Africa. This report therefore deals with programmes, progress and problems of developing two such institutions. While part one deals with the African Institute for Higher Technical Training and Research, Part II reviews programmes, progress and problems of the Sub-regional Graduate Schools of Management.

I. The African Institute for Higher Technical Training and Research

A. Introduction

Commission resolutions 306 (xiii) and 318 (xiii) on "Co-operation in Manpower Development and Utilization" and "Training for Development", which were adopted by the ECA Conference of Ministers in Kinshasa, Zaire, in 1977, urged African countries to "make maximum use of the training and research facilities of existing African technical colleges, universities and other specialized institutions for the training of African nationals", and called upon the Executive Secretary of ECA to promote the development of appropriate African multinational, sub-regional or regional training institutions and programmes designed to meet Africa's present and future manpower needs using, wherever feasible and desirable, existing national or multinational institutions.

In March 1979, the Commission unanimously decided, by its resolution 348 (xiv), to establish the African Institute for Higher Technical Training and Research. The mission of the Institute is to close the technology gap in Africa by embarking on innovative programmes of technical training and technological research and production. The objective is to create the manpower base required for the development of technology for the industrialization needs of Africa. Although the main campus is sited in Nairobi, regional and national campuses will be developed in the long run, which will adopt the same philosophy and employ the same training strategies and methodologies as the Institute. Ultimately, they will become independent entities and co-operate as equals with the Institute.

The Institute was established in 1979 and has been temporarily housed at the Kenya Polytechnic. It started its first training programmes in 1981, using facilities available locally. On three occasions, the Institute has taken its training programmes out of its headquarters to respond to specific national or sub-regional requests.

The Institute began operations with a membership of eight countries, five members less than the statutory minimum required to give it full legal status. Four years later, membership increased to the legal minimum of 13. Today, the following fifteen countries are members of the Institute: Kenya, Uganda, Nigeria, Burkina Faso, Mali, Niger, Egypt, Senegal, Chad, Ghana, Liberia, Lesotho, Zaire, Zambia and Sudan.

The Framework for training at the Institute

When fully developed, the Institute is envisaged to operate ten multi-disciplinary centres of activity, viz.:

(i) Technical teacher/educator/instructor training centre

(ii) Centre for electro-mechanical engineering

(iii) Centre for agricultural engineering and food technology

(iv) Electronics and communications technology centre

(v) Integrated industrial proudction centre

(vi) Business and social studies centre

(vii) Physical and medical sciences centre

(viii) Centre for chemical and non-metaliferous technologies

(ix) Centre for natural and energy resources and minerals exploitation

(x) Centre for environmental management and infrastructural studies.

Five series of courses are prescribed for the Institute:

(i) 'A' series: These courses will be two years in duration leading to a technologist diploma from any one of the ten centres

(ii) 'B' series: This will consist of three-year courses leading to a Bachelor of Technology degree which is equivalent to a Bachelor of Engineering degree but much more practical in orientation

(iii) 'S' series: These courses will run for three semesters, leading to a special diploma in technology for highly specialized graduates

(iv) 'P' series: Programmes under these series will last two years and will lead to a master of technology degree with a strong bias towards practical application

(v) 'D' series: These programmes will accept masters level graduates for research and development in the Integrated Industrial Production Centre. They will be awarded a Doctor of Technology degre at the end of their programme.

It must be noted that up to now, none of the above-mentioned centres and programme series has been established, because of financial constraints which have made it impossible for the Institute to recruit its full complement of administrative and academic staff, erect its buildings and purchase its equipment. Financial contributions from member States have been too inadequate to allow these to be done. However, the Institute has been improvising in the delivery of training programmes, through the conduct of short training seminars and workshops for practising technicians, scientists and engineers. Because of the poor staffing situation, it has been relying almost totally on the use of short-term consultants to organize and run its training programmes.

B. Training Programmes, 1985-1986

The Institute offered training services to a number of African countries during the reporting period. The following section gives a brief description of the achievements in this regard:

(i) Industrial Instrumentation (October/November 1985)

This course was provided to 20 engineers, technologists and technicians with specialization in electronics and electromechanics. They came from Egypt, Kenya, Rwanda, Seychelles, Somalia, Chad and Zambia. The objective was to upgrade scientific knowledge and technical skills of technicians engaged in instrumentation activities. The course covered electronic components, electromechanical devices, industrial measurement, troubleshooting devices, instrumentation materials and practical components. It was delivered at a cost of US$65,000.

(ii) Training Methodology for Industrial Instructors (January/February 1986)

At a cost of US$62,000, 12 African technical instructors attended this course. They came from Cameroon, Gambia, Ghana, Malawi, Kenya, Mauritius, Seychelles, Swaziland, Uganda, Tanzania, Zambia and Zimbabwe. The course was designed to improve skills in training techniques and methodologies of practising industrial trainers and instructors. The training programme covered job analysis, curriculum development, programme design, use of teaching aids, methods of communication and evaluation and computer-assisted training.

(iii) Agricultural Engineering Technician Course (March/April 1986)

Eleven engineers and high-level technicians attended this course from Gambia, Ghana, Kenya, Malawi, Mauritius, Sierra Leone, Tanzania, Uganda, Zambia, Swaziland and Burundi. The course content covered the economic management of agricultural machines, tractor operation and maintenance, the mechanical management of agricultural equipment, workshop practice, etc. The course was delivered at a cost of US$72,000.

(iv) Development in Training and Continuous Training in the Area of New Technologies (November/December 1986)

The course objective was to expose technical trainers to ways of coping with problems of continuous training under conditions of technological change. It was attended by 14 technicians, engineers and scientists from Tanzania, Kenya, Uganda, Ethiopia, Zimbabwe, Zambia, Egypt, Sudan and Nigeria. The total cost of the course was US$18,000.

C. Summary of Training Activities

The above report of activities in 1985/1986 indicates that the Institute provided training to fifty-seven African technicians, engineers and scientists from twenty-one African countries at a total cost of US$217,000. Although only fourteen countries have acceeded to membership of the Institute, twenty-one have benefitted from its services during the reporting period, and many more countries have been provided with training and consultancy services since the inception of the Institute. In fact, 67% of all countries served during the reporting period, are yet to acceed to membership by signing the Institute's constitution.

It must be mentioned that these achievements were made inspite of the tremendous constraints facing the Institute: The financial situation worsened during parts of the reporting period, as only two countries paid their 1986 contributions, and two more signed the Institute's constitution. Yet it is evident that the services of the Institute are in great demand and that the Institute is fulfilling a real need in Africa. A number of countries have blamed the poor situation regarding payments on the difficulties of securing foreign exchange. In recognition of this reality, the Institute has entered into an agreement with UNDP which would allow assessed contributions to be paid to UNDP country offices in local currency. The equivalent amounts in foreign exchange would then be credited by UNDP into the Institute's dollar account. This arrangement would certainly ease the strain on member States. African Governments are strongly urged to resort to this facility if the scarcity of foreign exchange is the only constraint on their willingness to honour this financial obligations.

D. Plans for the Future

In 1987/88, the Institute will run three short-term training programmes:

(i) Water supply and waste disposal management and technology. This course will cover environmental chemistry and processes, water and waste treatment processes, system analysis in environmental planning, technology of engineering and water systems, formulatioin, planning and design of water and waste treatment plants, environmental and water resources economics.

(ii) Production technology and management. This course will be designed to upgrade skills of practising engineers and technicians in production technology and management for medium and large-scale industrial establishments.

(iii) Food science and technology. This will be a skill upgrading course for food technologists and scientists covering food analysis and preservation, food plant organization and management, food quality control and management, etc.

It is expected that some sixty African engineers, technicians and scientists will participate in these training courses at a cost to the Institute of some US$300,000.00.

It is hoped that by 1988, the financial situation will be vastly improved to allow the Institute to activate at least five of its training centres and begin offering series 'S' courses by 1989. To this end, the Government of Kenya, host Government of the Institute, has provided 100 hectars of land to the Institute, on which construction of workshops, classrooms, laboratories, offices, library and hostel facilities will hopefully commence by mid 1988, at an estimated cost of US$1.3 million. A number of firms have been approached to undertake architectural studies and lay-out plans and prepare estimates of construction costs. One such study has already been submitted.

In May 1987, UNDP approved a preparatory assistance project for the Institute at a total cost of US$362,000 to be disbursed in 1987 and 1988. The project consists of the use of consultants to draw up curricula and equipment lists for the five priority centres viz.:

(i) Agricultural Engineering and Food Technology

(ii) Electro-mechanical Engineering

(iii) Integrated Industrial Production

(iv) Instructor Training

(v) Environmental Management

It is envisaged that this preparatory assistance which is in effect a pre-project phase will lead to a bigger UNDP project that would provide equipment, books and other forms of support to the Institute's development.

Meanwhile, the Institute has entered into negotiations with prospective donors to seek assistance for the purchase of laboratory and workshop equipment and tools. The requirement is estimated at some US$6 million. The staffing situation is also expected to improve considerably, with the recruitment of nine additional academic and administrative staff on regular posts before the end of 1988, and a further eight experts to implement the Preparatory Asistance Project which is funded by UNDP to the tune of US$362,000.

These hopes are obviously pinned on the active support of the Institute by African Governments. This support will have to be demonstrated in the form of more financial contributions to the Institute's budget, and more accessions to membership of the Institute.

The Fourth Session of the Executive Committee and Sixth Session of the Governing Council which were convened in Nairobi, Kenya in May 1987, decided to set up two committees. The first would deal with fund-raising matters. It consists of Kenya, Nigeria, Zambia, Sudan and Zaire. The Committee will formulate the Institute's fund-raising strategy; make contact with international donor agencies such as EEC, UNDP, World Bank, FAO etc. with a view to securing loans or grants to construct and equip the Institute's five priority centres; decide on ways and means of raising funds through donations, loans etc. from within Africa; and periodically mounting fund-raising missions both within and outside Africa. The second committee is the "Project Implementation Committee" which will formulate policies for the capital development programme of the Institute; prepare a work plan for the establishment of the five priority centres; and monitor the implementation of phase one of the construction of the Institute's permanent headquarters. Committee members are Kenya, Egypt and Zaire.

In 1987/88, the Council will send missions to twenty African countries, a number of important capitals in Europe and North America and some twenty international and multilateral finding agencies. The mission is intended to publicise the Institute, gain more membership from African countries and raise funds for programme development.

E. Conclusions and Recommendations

Africa's prospects of achieving rapid self-reliant and self-sustained socio-economic development, hinge on its ability to significantly broaden and strengthen its industrial base. The existence of a strong natural resource base for the industrialization needs of Africa is not in doubt. The single biggest constraint on Africa's industrialization is the inadequacy of its human resources base. Capabilities for the development and application of science and technology are extremely weak and the stock of manpower for industrial, scientific and technological R + D is grossly inadequate.

The African Institute for Higher Technical Training and Research was set up to help remove this serious constraint on Africa's industrialization and development efforts by training Africans to master technological processes in the key areas of industry and by equipping them with the skills, knowledge, dynamism and confidence required to fill the vacuum in Africa's industrial development. There is no reason to doubt that African Governments are still committed to Africa's objectives of industrialization and development or that the Institute has a catalytic role to play in the attainment of these objectives. If such is the case, therefore, all African countries must rally behind the Institute, to fully support its development and provide to it the wherewithal to fulfil its most important role in the development of this continent. Without such support, the Institute will fail in its mission and yet another opportunity will be lost in the fight against pervasive underdevelopment in Africa.

African Governments are therefore urged

(i) to acceed to membership of the Institute by signing the Institute's constitution;

(ii) to explore all possible means of bringing their financial support to bear on the rapid development of the Institute, including paying their contributions in foreign currency or where this may be difficult, entering into an arrangement through which their contributions could be paid to the local UNDP office in local currency, after which UNDP would credit the Institute's foreign account in foreign currency;

(iii) to assist in meeting the staffing needs of the Institute by agreeing to second their nationals to serve the Institute as may be required and paying the local salary portion;

(iv) to faciiitate the work of the proposed mission on membership drive and the raising of funds by meeting the missions on arrival in their countries and assisting its members work out modalities of fully attaining its objectives;

(v) to support the activities of the Institute by participating more fully in the work of its policy organs and technical meetings.

II. The Subregional Graduate Schools of Management in Africa

A. Background

The decision for African governments to collaborate in the development of managerial capabilities was taken with the adoption of resolution 318(VIII) at the fourth session of the ECA Conference of Ministers meeting in Kinshasa, Zaire in March, 1977. Paragraph 2 of the resolution called for the "development of appropriate multinational, subregional and regional training institutions and programmes designed to meet Africa's present and future managerial manpower needs using existing national or multinational institutions, and for the establishment and operation of a training and fellowship programme for Africa which should accord priority to the training of the critical manpower requirements of member States".

The adoption of Resolution 318(VIII) was a clear indication that African countries were aware of the need for management education at junior, middle and executive levels. Secondly, the management manpower market had at this time gained special imporance in Africa for various reasons among which are:

- rapid development and expansion of African industries, agriculture, commerce and international trade and social institutions;

- the increasing rate of indigenization of business and managerial personnel at all levels, particularly the middle and top management cadres;

- increasing ownership of enterprises in some countries by African entrepreneurs and the subsequent need for managerial expertise;

- increasing need for management consultancy services; and

- growth in subregional and continental economic integration and organizations.

As observed above, ECA felt that managment education could be encouraged by:

(i) formulating appropriate management education and training programmes,

(ii) developing sound programmes and strategies for educating and training management educators, trainers, researchers and consultants; and by cooperation in developing appropriate institutions to serve as focal points for the same purpose. Similarly, the joint utilization of subregional management schools by member States would not only serve as the basis for executing the desired objectives, but also help to enhance

the management education and training capability of the relatively disadvantaged member States and simultaneously expand and consolidate the capability of the relatively advantaged member States. Hence the adoption of Resolution 318 (XIII).

In view of the above, ECA formulated, in its 1976-1977 work programme, a project proposal on "The Establishment of Subregional Graduate Schools of Business Management and Finance in Africa". The purpose of the project was to initiate a study which would evaluate existing undergraduate and graduate level training and research programmes in business management and finance in Africa and identify institutional facilities with potentials that could be developed into subregional graduate Schools of Business Management and Finance. The project has two phases. The first phase involved a field study mission to African countries, while phase two involved follow-up actions towards the establishment of the proposed subregional graduate schools of management.

Pursuant to Resolution 318(XIII), ECA commissioned a three man team to carry out a feasibility study to:

(i) consult with African governments and management institutions to assess and determine the needs, feasibility and alternative approaches for the establishment of sub-regional graduate schools of management; and

(ii) appraise local programmes and facilities for management education and training in the various countries visited with a view to making specific recommendations as to the availability of facilities which could be strengthened to serve sub-regional education and training needs.

Having visited 18 African countries between January to March 1978, the team recommended the establishment of seven Graduate Schools in the long run, using existing educational institutions, and four were to be established immediately in West, Eastern/Southern Africa, North and Central Africa.

Serving as Africa's Management Development "Centres of Excellence", the proposed subregional graduate schools were expected to function as the highest management resource centres for management practitioners, trainers, educators, researchers, consultants and producers of management development teaching and learning materials. Similarly the subregional schools were to act as "Centres of Excellence", as poles of attraction and growth for management education and training throughout Africa.

In establishing and developing the subregional graduate schools, the consultants recommended two options for consideration. Option (i) Developing Subregional graduate schools from scratch, and Option (ii) Upgrading existing schools of business management.

For Option (i) it was stated that member States of each subregion would have ample opportunity to participate in formulating policy decisions regarding the operation, management and administration of the schools. The status of the schools as subregional centres would be better guaranteed since: (a) their programmes were likely to be more acceptable to the member States who would have participated in formulating them; and (b) the schools would, in a sense, provide clean slates for diverse ideas and academic orientation, top-level academic professional and administrative staff from member countries of the subregions would be attracted to seek career opportunities in their programmes.1/

On Option (ii) the team believed that valuable time and resources could be saved if the programmes were directed towards upgrading the programmes and facilities of selected existing schools of business to serve the needs of subregions. Apart from the time and money savings potentials of this option, the upgrading of existing institutions would ensure that the proposed subregional schools were built on a strong foundation of undergraduate programmes. This arrangement would provide opportunities for potential post-graduate students with education in management courses to make up their deficiencies by taking remedial courses from the under-graduate programmes of the proposed host institution. In addition, the proposed programmes would benefit immensely from the experience of the faculty members of the elected institutions.2/

In terms of objectives, the long term objectives of the project were to develop regional capability for training and research in management education through the established subregional graduate schools; to Africanize management education programmes and foster intra-African co-operation in managerial development capabilities, training research and consultancy services. This it was envisaged would in turn promote the development of multinational programmes and curricula designed to meet the needs of the respective countries of the subregion in management education and training including the related management teaching staff development.

Programme Development

Three types of programmes were envisaged:

(i) Short Courses, Study Seminar/Workshops: These were to be developed around specific management function areas, designed specifically for senior and top level managers/administrators from private and public parastatal sectors and organizations; and designed to provide specific tasks or problem-oriented programmes for discussion and review of the management practices to increase efficiency.

(ii) A One Year Graduate Diploma in Management for executives in both the public and private sectors. The overall objective of the programme was to enhance participants' knowledge,

understanding and application of modern management concepts and techniques relevant to their particular managerial function, present and future.

(iii) Higher Degree Programme (MBA/Ph.D etc.): The programme would be designed to enable participants to acquire the knowledge, attitudes and skills which would be a sound foundation for the development of progressive managerial careers. the overall ojbectives of the programme were (a) to broaden the individual professional perspective, improving his understanding of the integrative nature of general management; (b) to sharpen decision making ability by improving qualitative judgement and by expanding participant's knowledge of modern methods of analysis and (c) to stimulate fresh thinking through exposure to new ideas.3/

B. Follow-up Actions and Progress made towards the Implementation of the Project

Against the above background, the following is an account of the follow-up activities undertaken towards the promotion of the establishment and development of subregional graduate schools of Business Management and Finance in Africa.

I. University of Nairobi, Nairobi, Kenya

Following the completion of the feasibility study and the recommendations of the consultants, an expert group meeting on a proposal to establish a Graduate School of Management for Eastern and Southern Africa subregion was held at the University of Nairobi (Kenya) from 20 to 22 September, 1978. The meeting agreed and opted for option II on using and strengthening existing national institutions by creating a subregional graduate school to serve the needs of the Eastern/Southern Africa subregion. The University of Nairobi - Faculty of Commerce was then selected to assume leadership in evolving the graduate school programme catering for the Eastern and Southern Africa subregion.

In establishing the subregional graduate school within the University of Nairobi framework, the following phases were envisaged:

(i) Fellowships operation to give the programme an immediate start for the training of manpower requirements in management;

(ii) Internal consultations within the university spearheaded by the host faculty to ensure that the graduate school was incorporated within the university statutes and organs;

(iii) Staff and instructional materials development;

(iv) Consultations between the university and the host government, ECA and other interested parties to work out an agreed strategy for the institutionalization of the school;

(v) Curricula and training programme development;

(vi) Plenipotentiary meetings of participating countries on the subregional concept of the graduate school, nature and scope of the training programme, the administrative structure and the curricula;

(vii) Mobilization of resources.

In implementing the above-mentioned activities, 9 fellowships under ECA sponsorship were granted to nine students selected from Kenya, Tanzania, Uganda, Botswana and Lesotho for the 1978-79 and 1979-1980 academic years. Only six completed the 2 years MBA programme. Four other students from Zimbabwe, Ethiopia and Tanzania received fellowships for the following two academic years and only three successfully completed the programme. No further fellowship have been granted to students tenable at the University of Nairobi since 1983 because of lack of funds.

As regards staff and instructional materials development, eight management teaching experts drawn from the universities and institutes of Development Management within Eastern and Southern African countries attended a case study materials development workshop in December 1982 and April 1983 (same group). The workshop was held and organized by the Eastern and Southern African Management Institute (ESAMI) and the Economic Development Institute (EDI) or the World Bank. The written and printed cases are yet to be distributed as teaching materials to various Management Teaching Institutions by ESAMI.

As regards curriculum development a study to determine existing gaps as a basis for additional curriculum requirements of participating countries, fields of specialization in Business Management was undertaken at the request of the University of Nairobi to six selected countries within Eastern and Southern Africa. The report which up to date has not yet been discussed at the subregional level included among other recommendations, administrative structure; training programme and courses; funding and criteria for admission of students. The envisaged consortium to assist the Faculty of Commerce in the development of curricula has not yet materialized for various reasons to be discussed later in the report.

Consultations at the ECA and the University of Nairobi level had continued for sometimes focusing on the identification, admission of and follow-up on students and other aspects relative to the administrative structure of the graduate school and curriculum development. However, consultations on issues such as the administrative framework and the modification of the Faculty of Commerce current MBA programme have not been conclusive because no policy decisions have been discussed yet by the university organs as well as at an inter-governmental meeting.

While consultations between Kenya Government, the University of Nairobi and the Economic Commission for Africa (ECA) went on, other

interests at the national and outside national levels emerged. Kenya Government decided on and undertook a feasibility study with a view to establishing a Management Development Institute outside the University of Nairobi framework. The Institute was to be a national institution fully owned by Kenya Government, while providing an open window for admitting students from countries within the subregion.

A philanthropic organization saw the school as a facility for the training of managers of social service institutions - hospitals and institutions of higher learning; and therefore wanted to be identified with the effort. An American-based fund for Management Education saw it as an opportunity for multinationals with extentions in Africa to use in training their top level managers and moved fast to mobilize resources to collaborate with the University of Nairobi. In the light of the varied interests, the need was for continued consultations to consolidate the various interests and perceptions and see how they could be incorporated in the proposed institutional framework, not only for co-ordinating national but also sub-regional interests in the spirit of co-operation.

In view of the new dimensions and interests, Kenya Government initiated a study for the establishment of a graduate school of management apparently outside the subregional graduate school framework. It therefore became imperative that the original concept of a graduate school as initiated by ECA be reviewed. Expert and inter-governmental meetings to harmonize efforts and agree on the new dimensions in relation to the original graduate school concept were called for several times, but did not materialize for lack of adequate response from participating countries.

Consequently, the central question which needs to be resolved and which has been the major obstacle to the continued efforts towards the development and establishment of the proposed subregional graduate school of management is the administrative framework, including the nature and scope of the programme. These are yet to be reviewed and agreed on at expert and Plenipotentiary meeting if the concept of a graduate school of management for Eastern and Southern Africa is to be realized.

During the Expert Group Meeting held at the University of Nairobi in September, 1978, it was also agreed that the proposed school be given some measure of autonomy by the host institution and that the required measure of autonomy could be confined to specific areas such as funding, administration, staffing, curricula and programmes. Furthermore, the host institution would have to take into account the interests of the other co-operating countries in according the school a measure of internal autonomy, especially as regards flexibility in programme design and operation and management of the funds of a multinational training programme. Since no meetings (Expert/Inter-governmental) had been held following the 1978 Expert Group Meeting, such issues as the measure of autonomy and other administrative matters have not been discussed at a decision and policy making level.

II. School of Administration, University of Ghana, Legon

Soon after the Nairobi meeting, the Expert Group Meeting for the West African proposed Graduate School was convened at the University of Ghana Legon from 25-27 September, 1978. The meeting agreed that the School of Administration of the University of Ghana, Legon would host the proposed Graduate School. The School of Administration at the University of Ghana accepted the responsibility and the leadership in evolving the graduate school programme catering for West Africa subregion. In this respect, the school was required in particular to:

(a) institute programmes and provide facilities for:

(i) management education and training in the principles and practices of business management and public administration in the subregion of West Africa;

(ii) research into problems of management and administration and the exchange of ideas and experiences on management and administration;

(iii) management consultancy service;

(iv) sponsoring the publication of results of studies and research into management and administration in Africa.

The meeting recommended that the host institution should do some ground work of programme development and put a draft for other institutions to consider, comment on and make suggestions. Like the Nairobi meeting, the West Africa meeting also opted for Option II on using and strengthening existing national institutions. Hence the school of Administration, University of Ghana was to serve the needs of the West Africa subregion management education.

Following the expert group meeting, and under the sub-regional graduate school framework, three students from Liberia were granted fellowships for two years MBA programme. The fellowship component operated only up to the end of 1982-1983 academic year and no student under the subregional graduate school framework and ECA sponsorship has been admitted since then because of financial constraints.

As regards curriculum development, ECA secured the services of a consultant who visited the School of Administration in May 1982. In consultation with the Director and staff, the consultant prepared a programme of study under the subregional graduate school of management concept for West Africa. the work of the consultant was later revised and reproduced by the Director of the School of Administration for consideration at an Expert Group Meeting which was convened in December 1983 in Yaounde, Cameroon.

The December 1983 Expert Group Meeting was held in conjunction with the Conference of African ENA/IPA's Directors and was jointly

organized by CAFRAD in collaboration with ECA, the Government of the United Republic of Cameroon, the "Agence de Cooperation Culturelle et Technique" (ACCT) and the African Association for Public Administration and Management (AAPAM). At the meeting which was held in Yaounde, Cameroon, the Director of the School of Administration presented the programme of study which constituted the basis for discussion and included major areas as: levels of training, programme and course content, administrative structure, fellowships and finding. Participants supported the idea and the need for the graduate school of management and gave suggestions on the training needs, teaching staff and fellowship, but no decisions were made on the presentation of the programme of study.

In relation to staff and instructional materials development, two participants from the school or Administration, University of Ghana were sponsored by ECA and participated in the Case Study Writing Workshop held at ESAMI in December 1982 and April 1983. It was envisaged that once the graduate school was realized and became operational, there would be need for staff development in various specialized fields of management in order to enable the school to (i) cope with the widened curriculum scope of the school; and (ii) develop the capability to carry out research, high level teaching and management consultancy services.

As in the case of the proposed subregional graduate school of management for Eastern and Southern African Subregion, the central question to the proposed school in West Africa is the administrative framework. Although the 1978 Expert Group Meeting decided on the location, no plenipotentiary meeting has (since this decision was made) been held. The proposed school has no operative government support and policy decisions from the participating governments on which to build on its programme. Meanwhile, as the University of Ghana continued efforts to institutionalise itself as the host of the Anglophone West African sub-regional graduate school, a competing interest in respect of hosting emerged. Thus introduced a diversion of attention from the original decision in respect of hosting.

III. Subregional Graduate School of Management for North Africa

An Expert Group Meeting to consider the proposed establishment of a subregional Graduate School of Management for North Africa was held from 2 - 4 April, 1979 at the University of Tunis. The meeting agreed that:

- the school was a necessity and should be completely independent (not attached to an existing national institute) with an international status; (The meeting opted for Option I - i.e. developing a graduate school from scratch).

- a brand new school should be established, having its own campus, facilities and buildings and that use may be made an existing institution only on a temporary basis;

- in addition to the concerned member States contributing to finance the Institute, other regional and non-African

organizations were to be identified for possible financial support;

- a meeting of intergovernmental experts was to be convened within six months to agree on the constitution, membership contribution, etc.;

- Arabic should be the official language of the institute and English as a second working language; but that a third language will be allowed by the Board of Directors;

- ECA should take the initiative in encouraging member governments to support the Institute and should seek the collaboration of CAFRAD and the AOAS in implementation action;

-Mauritania should be invited to participate in the establishment of the institute.

As agreed, following the Expert Group Meeting, on intergovernmental meeting was held in January 1980 and agreed on the establishment of a North African Graduate Institute of Management (NAGIM) and Morocco was chosen to host the NAGIM. This was followed by a plenipotentiary meeting in Casablanca Morocco in June 1982. The meeting considered and agreed on the constitution and passed a resolution (PAMM/MAN/NA.1/80.Rev.1 Annex 1 April 8, 1982) on the establishment of the Graduate Institute of Management which in part "urged all member States of the North African Subregion including Mauritania, to co-operate fully in order to facilitate the establishment and operation of the Institute and to give every material, moral and political support to the Institute to enable it to achieve its objectives." The meeting also called upon "the ECA Secretariat to assist member States of the Institute in taking all necessary steps, including the mobilization of human and material resources, for the establishment and development of the Institute." This resolution was unanimously adopted on 2 June 1982 in Casablanca.

Although countries of the North African subregion welcomed the idea and were keen on establishing an independent, inter-governmental institution with perpetual succession and a common seal, only three countries signed the constitution. Therefore, attemps to convene a meeting of the Institutes' Board of Directors has not materialized and the envisaged operational activities of the NAGIM have not gone beyond the plenipotentiary meeting and the signing of the constitution by three countries out of seven.

Meanwhile, and according to the report of the meeting of the council of plenipotentiaries of the North African MULPOC held in Tangier Morocco in April 1984, Egypt informed the council that it would not sign the constitution and that there was no need to establish a brand new independent institute because similar institutions already existed in several countries of the subregion. With this new development, the meeting decided that the MULPOC Office would conduct a study with regard to the possible re-orientation of the mandate of the Institute.

However, according to recent information received from Tangier MULPOC, the North Africa plenipotentiary meeting in 1986 decided to postpone the issue and that the MULPOC should identify and initiate training courses in countries of the subregion.

IV. Proposed Subregional Graduate School of Management for Central Africa

A successful Expert Group Meeting for the decision to establish a Subregional Graduate School of Management for Central Africa was held in Douala, Cameroon in February 1981. Representatives from both the Gisenyi MULPOC and Yaounde MULPOC countries attended the meeting. The meeting agreed that:

- there was need to establish a subregional graduate school as proposed;
- the proposed graduate school should be a brand new institute serving the countries in Central Africa; (opting for option (I)
- an intergovernmental meeting was to be convened the following year (1982) to agree and decide on the location, nature and scope of the programme.

Attempts by the ECA Secretariat to convene the intergovernmental meeting were made several times: however, all the efforts, to secure nominations and/or positive response to attend the meeting had not been fruitful. Hence, activities toward the establishment of the proposed subregional graduate school for Central Africa, as originally conceived, have not gone beyond the February 1981 Expert Group Meeting.

Under the circumstances, ECA promotional activities were hampered by lack of support and commitments on the part of the concerned member States. While ECA was trying to restore the graduate school concept, a recommendation (by the Yaounde MULPOC) on business training, as contained in the report of the Fifth meeting of the Committee of Officials and Fifth meeting of the Council of Ministers held in Douala in March 1982, was made. The meeting recommended that a subregional school of business/commerce be established rejecting the original graduate school concept because of the already existing infrastructures in the region. This decision was reinforced by yet another Yaounde MULPOC meeting in February 1984 in Brazzaville reiterating the determination to conduct a feasibility study for the establishment of the school.

According to recent information received from the Yaounde MULPOC, an interim report of the study undertaken in December 1985 was submitted at the 9th meeting of the Council of Ministers and Committee of Experts in Bangui in February 1986 (reference MULPOC/YAO/CE/IX/16). Member States noted that the existence in each country of higher institutes of management and the multiplication of the multinational institute

constitute a heavy financial burden. Therefore they proposed the reinforcement of co-operation existing between higher institutions of learning, especially in the area of research and training of trainers. With these objectives in view, a study should have been undertaken but deferred due to lack of funds. Meanwhile, a high-level institution in management development has been set-up under the auspices of the ILO in Dakar to service the Francophone countries of the sub-region.

On the other hand, the Gisenyi MULPOC with the interest of the Rwanda government to host the proposed graduate school for Central Africa, decided to reinstate the original idea of the graduate school. To give support to this new development, the ECA Secretariat, in collaboration with the Gisenyi MULPOC, undertook a feasibility study in September 1985 (covering the Gisenyi MULPOC countries i.e. Zaire, Rwanda and Burundi) with a view to consulting with concerned countries and assess the need for a gradaute school of Management; collect data and prepare a training programme in line with the assessed needs of the three countries.

The report of the study was presented to the meeting of the MULPOC in March 1986 and the meeting recommended that a supplementary study, with a view to identifying the needs of the CMA and to better define modalities and training profiles should be undertaken. This was subsequently done. At the Tenth meeting of the Committee of Experts of the MULPOC both Burundi and Rwanda reiterated their wish to host the graduate school, and the MULPOC was requested to conduct the necessary studies and to finalize the training profile for the school. Meanwhile, the Government of Rwanda made an offer to host the school and also approached the UNDP for financial assistance to launch preparatory activities pertaining to the establishment of the school.

It would seem that African countries are increasingly becoming sensitive to institution building because of the financial implications involved. Although the interest in management education and in regional or subregional co-operation in developing and utilizing regional educational facilities remains very high, the financial implications are not to be underestimated and have been a major constraint. Apart from the initial funds granted by the Nigerian government to the United Nations Trust Fund for African Development, no further financial resources were received. In this case, there has been no financial resources to grant followships, develop staff and teaching materials and to secure a consortium to develop curricula and training programme.

C. Conclusions and Recommendations

In order to meet the expressed need as stated in the Africa's Priority Programme for Economic Recovery (APPER) in respect of developing indigenous capability to control and manage economic activities, and for African States to be able to apply the basic principles, strategies and policy objectives outlined in the Lagos

Plan of Action (LPA) designed to bring about far-reaching transformation and diversification of the African economies, it is necessary to develop institutional capability at national, multinational and regional levels for producing the managerial capacity for the planning execution and control of development projects and programmes. The proposed graduate schools of management as reviewed in this report are still a necessary contribution to the development of the required institutional infrastructure.

Furthermore. African States' emphasis on co-operation, economic integration and intra-African trade to be promoted through institutions such as PTA, ECOWAS etc gives new dimensions to Business and international Finance Management development institutions within the region. To achieve this goal demands, inter-alia, adequate resources of personnel, skilled in the techniques of trade negotiations, international business administration, operation and management of financial instiuturions, other business facilities and social services institutions management.

The proposed subregional institutions should provide for this training need. Even at the national level, the emphasis on developing self-sustaining growth and inter-sectoral linkages designed to expand, modernize, integrate domestic markets by itself and co-ordinate policy making processes, calls for the training of adequate personnel for business and financial management and related policy analysis at all levels. The training of business and management educators and the production of teaching materials, provision of consultancy services and research undertaking in management are equally important. The proposed subregional institutions reviewed in this report if realized would hence assist member States to fill the gap and in addition would, undertake research and case studies to support training programmes.

Though the effort towards the development and actual realization of the proposed graduate schools of management (as reviewed in this report) does seem to have reached an impasse, there is need for member States to review the situation and perhaps decide on alternative approaches to the project. In this case, the following recommendations and/or suggestions are advanced for consideration:

(i) Institutional/Administrative Framework

In terms of institutional administrative arrangements, two options have been reviewed.

(a) Option I on developing subregional graduate schools from scratch. As observed in the case of NAGIM, this is not viable. The cost of starting afresh is prohibitive, and no institution would be prepared to bear it at this period of economic constraint. However, if member States in a given subregion would want to have a new independent institution, it is recommended that:

- all countries concerned would have to make their contribution required in full before hand;

- a special fund from various agencies and organizations' contribution to the institute be established;

- the host country would have to provide land and other facilities at no cost;

- countries concerned would have to agree on the institutional infrastructure policy, governing organs etc before the programme is started.

(b) Option II on strengthening and using existing national institutions. As in the case of the University of Nairobi and University of Ghana Legon - creating an autonomous school within an existing national university framework is a long process. Secondly, if integrated within the university, the graduate school might be veered towards academic objectives to the neglect of the equally vital professional orientation required. If this option is to be effective, the following are recommended:

- the host institution in consultation with the host country (government) and participating countries would have to agree on the degree of autonomy to be accorded to the subregional graduate school before the programme is started;

- the measure of autonomy should take into consideration specific areas such as administration, staffing, curricula, funding and programmes.

-the measure of autonomy should be granted and guaranteed. This will require some administrative adjustment in the host institutions.

(c) Options (III) Decentralization to national institutions and strengthening the capacity of these institutions. This option involves using national institutions with a wide range of programmes in various areas of specialization. If this option is to be preferred by member States, the following are recommended:

- there would be need to undertake a study in order to assess capacity and requirements of institutions within the subregions;

- evaluate the programmes they offer;

- identify institutions to serve as centres of excellence in different areas of specialization such as: budgetary and financial management in public enterprises, economic policy studies, international business management, trade negotiation etc.

(d) Option IV Strengthening existing sub-regional and regional institutions for professional training and development. This option is recommended as before for short-term courses developed around specific management function areas and designed specifically for practioners such as senior managers and administrators from private and public parastatal sectors and organizations.

In broad terms and whatever option member States within the subregions would prefer, an appropriate machinery would have to be set-up in each subregion to coordinate and harmonize management education and training using the subregional school as the "Centre Pole" for growth.

(i) Training/Programme Development

In terms of training and programme development, the following should be considered:

- graduate academic level of trianing vis-a-vis professional training (professional management development programme)

- levels of training: short-term duration, graduate diploma and higher degree (MBA, MPA, Ph.D etc).

- linkages between practical and contemporary administration problems on the one hand, and the programmes organized by the training institutions on the other.

(ii) Collaborating Institutions: For effective implementation of the programme, the proposed subregional graduate schools (if and when realized) would need to have:

- full support of the ECA/MULPOC subregional offices. The MULPOCs will have to play a major role in consulting with member States and assisting in the implementation of the programme;

- the assistance of the Association of African Universities (AAU) in terms of programme design and development, research and consultancy services etc.;

- the support and assistance of organizations such as ECOWAS and PTA in programme development etc.

- the support of Polytechnic level institutions and or Institutes of Development Management for Post-graduate short-term courses in management education, training and for practical experience.

Although ECA Secretariat has since 1978 made efforts to promote the development of managerial capability and manpower needs of the region through the initial activities made towards the establishment of the proposed graduate schools of management in Eastern/Southern Africa, West, North and Central Subregions, its activities have not been fruitful as originally conceived. The initial activities were made possible through the Nigerian government contribution to the United Nations Trust Fund for African Development (UNTFAD). Coming in the midst of the prevailing socio-economic crisis, progress in the implementation of the project has been very slow for a number of reasons including those explained earlier on this report.

Member States in each subregion welcomed the idea and initially supported and reaffirmed their interest in the project. However somewhere along the line they have not continued to demonstrate sustained enthusiasm and commitment with full support in terms of funding, curriculum development, political will and so forth. In order for the proposed schools to effectively operate, member States in collaboration with MULPOC offices, interested organizations and agencies will need to revitalize their full support and commitment to the programme in terms of institutional framework, staff development, provision of fellowships, mobilization of financial resources and others.

The role of the ECA/MULPOCs would be significant in keeping in touch and consulting with concerned member States with regard to the implementation of the programme. In return, member States would not only give support and political will, but rekindle their interest in and fully accept the need to establish the proposed graduate schools and take full responsibilities in the development and operation of the programme.

END NOTED

1/ S.O. Odede, et. al. Report on the Feasibility of Establishing Subregional Graduate Schools of Management in Africa. PAMM/MAN/17.P.4

2/ Ibid. P.5

3/ B.C.F. Lokko - working Paper for Expert Group Meeting on the Subregional Graduate School of Management. School of Administration University of Ghana - (ECA Consultant)